

# ETONHOUSE

INTERNATIONAL PRE-SCHOOL TOKYO

PARENT HANDBOOK

THIRD EDITION - DECEMBER 2011

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Welcome to EtonHouse International Pre-School Tokyo. We hope you find the information in this parent handbook useful. Please do not hesitate to contact us if you have any questions or concerns.

## 1 Key Information & Contact Details

### EtonHouse International Pre-School Tokyo

Address: 9-2-16 Akasaka, Minato-ku, Tokyo 107-0052, Japan  
〒107-0052 東京都港区赤坂 9-2-16  
Tel: (03) 6804 3322  
Fax: (03) 6804 3323  
E-mail: enquiry@etonhouse.co.jp / office@etonhouse.co.jp  
Website: www.etonhouse.co.jp

### Leadership Team at EtonHouse International Pre-School Tokyo

School Managers	Mr. Anli Tan Mrs. Asami Seo	atan@etonhouse.co.jp aseo@etonhouse.co.jp
Pre-School Director	Mr. Peter Ackerman	packerman@etonhouse.co.jp
Director of Pedagogy	Ms. Heather Conroy	heather@etonhouse.com.sg
Parent Liaison	Ms. Therese Cowled	tcowled@etonhouse.co.jp

## 2 Operating Hours

School:	Monday – Friday	Full day	8:30AM to 2:00 PM
		Half day	8:30AM to 12:30 PM
After-School:	Monday – Friday	Day care	2:00 PM to 6:00 PM
		Mandarin/English	2:00 PM to 6:00 PM
		Other	2:30 PM to 6:00 PM
Office:	Monday – Friday		8:15 AM to 5:00 PM

## 3 EtonHouse Vision, Mission & Philosophy

### 3.1 Vision

EtonHouse International Pre-School Tokyo is committed to the pursuit of excellence and leadership in educational services and practices.

### 3.2 Mission

EtonHouse International Pre-School Tokyo will meet its vision through:

- Empowering each individual to be enthusiastic lifelong learners and confident global citizens of the future.
- Curriculum that is focused on pedagogical integrity and research based best practices.
- Acknowledging and responding to each learner’s potential.

- Partnerships with families and the community.
- Continuous evaluation, improvement and quality assurance across the organisation.

### 3.3 Philosophy

At EtonHouse International Pre-School Tokyo we aim to develop each child into a well-balanced individual who has a thirst for knowledge. Every child should acquire social skills and the confidence to communicate freely and easily with both adults and peers.

EtonHouse International Pre-School Tokyo has been established to provide a happy, relaxed and safe environment that contributes to the development of the whole person. Our excellent staff- to-child ratio is a vital factor in the success of our programmes. We help children maximize their opportunities by providing as many diverse educational experiences for them as possible. We will provide an environment in which children grow in independence and take responsibility for their own learning. We will do our best to ensure that your child has a head start in life.

## 4 Leadership Team at EtonHouse – Biographies

### **Peter Ackerman, Certificate & Diploma (E.C.E.), BEd (E.C.E.), Pre-School Director**

Peter Ackerman has worked in the education field for over 17 years in both Australia and Japan. Peter has worked as a Pre-K, Kindergarten, and E.S.L. teacher, specialist pre-school mathematics teacher, coordinator, authorized supervisor, and as a director. Peter has also worked as a swimming, basketball, gymnastics and yoga coach / instructor. Peter has been part of teams that have written curriculum for students from Pre-K to Grade 12. He has worked with Australia's Early Years Learning Framework and the International Baccalaureate Organization's Primary Years Program. During his time at K. International School Tokyo he was part of the curriculum committee that successfully guided the school through the initial I.B.O. authorization in 2002 and also re-authorization in 2006. He was also an active member of both the mathematics and language & literacy committees.

### **Heather Conroy, DipT (ECE), BEd (ECE), MEd (ECE), Director of Pedagogy**

Heather Conroy, with 25 years' experience in Australia, Hong Kong and Singapore, is a highly respected early childhood educator and teacher educator. She will provide on-going classroom support for the educators at the pre-school, with particular emphasis on developing the skills of educators in researching and documenting young children's learning.

## 5 Curriculum Overview

### **How do we 'see' children?**

The educator's image of child incorporates the values and beliefs he/she holds about children, children's learning and the role of the educator within the learning process. At EtonHouse International Pre-School Tokyo, the image of child that we hold is one of a competent child, a child as strong, capable and full of potential.

### **Our image of child influences:**

- How we define 'learning' for a child – the type of learning experiences that we value and provide for children
- How we construct the expectations that we hold about how and what and when children should learn

- The types of learning environments that we design to best support learning; and
- How we assess children’s development and learning.

**As EtonHouse, we invite you to see children as:**

- Active learners (both physically and mentally active)
- Curious and interested in the world around them
- Desirous of participating in social interactions ; and
- Influenced by the social and cultural context in which they live.

**How do young children learn?**

We believe that children bring to any learning encounter, an existing body of knowledge constructed from their past experience and interaction with the world. This knowledge forms the foundation for on-going learning.

Through skilful observation of children’s interactions with peers, materials and adults, our educators are able to assess the child’s current level of skill, knowledge and interest. In developing a profile of each child’s learning style and their existing knowledge base, our educators plan subsequent learning experiences designed to enhance and extend children’s thinking.

We believe that children learn best when the learning experience is meaningful to them. Play is acknowledged as a vehicle for the child’s learning and we see play as the integrative device which supports children in making meaning e.g., a cooking experience offers children opportunities to observe, use mathematical and scientific understandings as well as participation in a social group.

**How do we plan our curriculum?**

At EtonHouse International Pre-School Tokyo, the curriculum is organized according to the following early years learning goals. These organizers reflect the ‘whole child’ (the child as a physical, cognitive, social and emotional being) and supports teachers in their observation and curriculum design process.

**The child in a social and cultural context - understanding self and others:**

From birth, young children demonstrate an intense interest in their social world. Children learn about themselves firstly within the family grouping, as they develop an awareness that they are connected to and belong within a family grouping. As children enter the broader context of the early childhood setting, they extend this sense of belonging to peers and other adults, playing beside, listening to and working in co-operation with other people. Children’s interactions with their primary caregivers (parents and others), their peers and community members both support and shape the views they hold about themselves and their relationships with others. We actively encourage young children to engage with peaceful and respectful problem solving strategies.

**The child as a communicator - (incorporating language, multiple literacies and the symbolic languages):**

The infant skilfully communicates their desires, for example the need to be fed, changed and comforted. From these early beginnings and on-going interaction with others, children develop a repertoire of verbal and non-verbal communication strategies. It is through the reciprocity of communication where one party communicates and the other responds, that children learn ‘language’ and communication.

As children develop their interest to share their ideas more formally, they become aware that ‘speech’ can be written down in the form of symbols which transit into letters establishing the pathway to literacy learning. When children share their ideas, thoughts and feelings, they communicate in

multiple ways, using their bodies (dance, drama, movement and mime) as well as visual and graphic forms of expression (painting, drawing, modelling with clay, constructing with recyclable materials). Symbolic or pretend play is also a mode of communication, whereby children communicate their understandings about their world and the people in it.

**The thinking child – building knowledge of the world:**

Young children develop familiarity with mathematics, science and technologies through their daily interactions with the world. Rituals, routines and play experiences form an important part of the young child's ability to develop knowledge and understanding about concepts such as number, shape, estimation, prediction, sequencing, classifying and planning. This learning goal refers to the many ways in which children engage with objects and materials to make sense of their experience. Children demonstrate meaning making through processes of:

- critical and creative thinking
- problem solving
- questioning and theory building; and
- reflection.

**This learning goal also explores specific content knowledge related to mathematical and scientific and technological awareness:**

- developing understanding about number, rational counting and number symbols ; and
- planning, designing and constructing simple models.

**The physical child - building health, safety and physical understandings:**

Young children enter our setting with an existing awareness and understanding of their own bodies and an established range of self-help skills and physical competencies. As children actively explore their world they are supported in developing a positive attitude to appropriate health, nutrition and hygiene practices as well as develop increasing control over their bodies. This learning goal also supports children's understandings of personal safety.

**The child of the 21st century - building environmental understandings:**

Today's children live in a time where the future of our planet and the sustainability of the world's resources depend on our ability to better care for our environment. This learning goal refers to the development of understandings and dispositions which relate to conservation and recycling, as well as an appreciation of living and non-living things, habitats, weather and seasonal change.

**Our curriculum offers children opportunities to:**

- Explore sound, symbol and print through book and computer experiences, rhyme, rhythm and song
- Represent their ideas, thoughts and feelings as they draw, paint, dance and move to music
- Develop mathematical awareness as they count, use number symbols, measure, sort, compare, classify and problem solve
- Engage in scientific investigations, observing, predicting, forming hypotheses, exploring and discovering
- Play outdoors (climbing and balancing, aiming and catching, experiencing nature); and
- Participate in shared experiences with friends and peers - listening, sharing and representing their ideas with others.

Across all curriculum experiences, we place emphasis on the development of multiple literacy awareness and mathematical understanding. Children are encouraged to represent their ideas and thinking to others in many ways with teachers offering support to children through carefully planned curriculum experiences.

### **How do we assess children's learning?**

At EtonHouse International Pre-School Tokyo, we value the process of learning i.e., the problem solving, thinking and communicating which children demonstrate when they interact with materials and peers. One way to make children's learning visible to others i.e., to the child, his/her parent(s) and to our colleagues is to construct child portfolios, or learning profiles. Portfolios are purposeful collections of children's work e.g., work samples, photographic documentation, comments and conversations. As we study these examples of children's writing, drawing, thinking and social interaction, we can assess and monitor their development against our learning goals. We value children's collaboration in the construction of their portfolio. We hope that parents too will become involved in the portfolio construction process.

## **6 Frequently Asked Curriculum Questions**

### **What is a child-focused learning environment?**

A child-focused learning environment is structured with a commitment to understanding how children learn and develop. Particular care is taken in planning learning environments to support young children's construction of knowledge and understanding. Teachers work to create a concept rich classroom providing the tools, opportunities and guidance while encouraging children to make choices and to interact with the environment and other children. Children learn through meaningful experiences building interest, motivation, and the love of learning. As the primary mode of learning, play creates a valuable opportunity for the children to create, take risks, be autonomous, and actively engage their minds and bodies. This environment is risk-friendly inviting children to explore, experiment, and solve problems.

### **What is the value of a child-focused learning environment?**

To maintain a lifelong pre-disposition and interest in learning, three conditions must converge; a sense of amazement; a desire to experience; and the motivation to explore. Child-focused environments work to promote and preserve these qualities in all learners. Children are encouraged to ask questions. The environment invites children to look for answers through hands-on experience, validating an active approach to life and learning. Through practical experiences a multitude of opportunities to uncover knowledge and understandings is provided. The teachers provide a structure for the child to experience success and build positive feelings about themselves and their abilities. Knowledge and technologies that were highly valued just a decade ago are becoming rapidly obsolete. In today's ever challenging and evolving world, our children need to acquire the skills that are necessary to succeed. A child-focused program emphasizes inquiring, thinking, planning, experimenting, creating, and problem-solving. Those are the skills that sustain us on a daily basis throughout our lifetime.

### **Will my child be taught the fundamentals?**

A child-focused classroom allows the child to develop according to his/her potentials and allows the child to develop his/her own interests. Teachers work to plan goals, experiences, and projects for individual and group learners that match their learning styles and developmental possibilities. These goals include competencies in literacy, numeracy, arts, and sciences. A child-focused environment challenges learners to discover and apply basic skills through active exploration, projects and research. All the fundamentals of literacy, numeracy, and science are incorporated into the daily curriculum.

### **What about reading and writing?**

The ability to utilize reading and writing skills to communicate is a lifelong process that begins at birth. Like other developmental milestones, each child has his or her own timeline in learning to read and write. Teachers work to create an environment that supports literacy development in a relaxed manner. Through our multi-aged classroom setting children will also learn and be motivated to achieve milestones by their peers. Children who are naturally inclined readers and writers will inspire and act as natural mentors to their classmates.

Our curriculum recognizes the benefits of providing a learning environment that promotes continuous positive development of social, cognitive, emotional, physical, and creative strengths. The learning environment provides ample opportunity to explore values, broaden communication skills, collaborate, make personal choices, group problem solve, develop ideas and explore information through artistic or imaginative means.

### **Is homework assigned?**

Valuable learning experiences also take place outside of the school setting. The benefit of time spent with family and friends, extracurricular interests, discoveries made through play is a critically important element for the child's well-being. We do recommend taking time each and every day to read to or with your child.

### **How is this different from the Montessori system?**

EtonHouse International Pre-School Tokyo prides itself on curriculum that blends best practices in early childhood education from the leading international curricula. The curriculum focuses on learning through exploring, discovering and developing the child's understanding of the world. Young children at EtonHouse International Pre-School Tokyo are viewed as competent thinkers and communicators.

The Montessori approach is based on a step-by-step methodology where children learn on their own and was developed over 100 years ago. In the course of the past 100 years, extensive research has been done in early childhood education and development, and it is the results of this research that is now being put in practice. EtonHouse International Pre-School Tokyo is proud to put the ideas and theories of best practices at the forefront of its curriculum.

## **7 Academic Calendar & School Programmes**

### **7.1 Academic Calendar**

Our school's academic year runs from late-August to mid-June. The academic year is divided into 3 terms per academic year in alignment with international systems around the world. The 3 terms are normally from August to December, January to March, and March to June. The school is closed on Japanese public holidays.

### **7.2 Pre-School Programmes**

Our full day pre-school program runs daily from 8:30 AM to 2:00 PM from Monday to Friday. We also offer half day sessions that run from 8:30 AM to 12:30 PM for Pre-Nursery and Nursery 1 year levels. Children in the Pre-Nursery, Nursery 1 and Nursery 2 levels may also opt to attend only 2 days a week (Tuesdays and Thursdays) or 3 days a week (Mondays, Wednesdays and Fridays).

### 7.3 Pre-School Year Level Placement

Age (September – August School Year)	Class
From 18 months to turning 2 year during school year	Pre-Nursery
Turning 3	Nursery 1
Turning 4	Nursery 2
Turning 5	Kindergarten 1
Turning 6	Kindergarten 2

### 7.4 Pre-School Typical Daily Routines & Activities

Typical daily routines by year level are shown below. Examples of integrated activities include dramatic play, puppetry, cooking, sand and water play, art, craft, Mandarin, music & movement, gardening, nature and the environment, and physical education. Please note that daily routines are subject to change.

#### Pre-Nursery Level (18 months – 2 years)

8:30 – 9:00	Welcome children and families
9:00 – 9:45	Integrated learning
9:45 – 10:00	Morning tea
10:00 – 10:30	Music and movement, listening and aesthetic experiences
10:30 – 11:30	Integrated learning
11:30 – 12:15	Lunch
12:15 – 1:15	Quiet time and rest
1:15 – 2:00	Integrated learning + story time

#### Nursery Level (2 – 4 years)

8:30 – 9:00	Welcome children and families
9:00 – 9:45	Morning meeting then Integrated learning
9:45 – 10:00	Morning tea
10:00 – 11:00	Integrated learning
11:00 – 11:30	Music and movement
11:30 – 12:15	Lunch
12:15 – 1:15	Quiet time and rest
1:15 – 2:00	Integrated learning + story time and discussion

#### Kindergarten Level (4 – 5 years)

8:30 – 9:00	Welcome children and families
9:00 – 9:45	Morning meeting then Integrated learning
9:45 – 10:00	Morning tea
10:00 – 10:30	Integrated learning
10:30 – 11:00	Music and movement
11:00 – 11:30	Group time (stories, discussion, songs)
11:30 – 12:15	Lunch
12:15 – 1:00	Rest and independent reading
1:00 – 1:45	Integrated learning/ project time
1:45 – 2:00	Sharing, discussion, reflections

## 7.5 After-School and School Holiday Programmes

We offer after-school day care and classes, as well as school holiday programmes at an additional fee. Please contact the school office for details.

## 7.6 Teacher-student Ratios

To support our mission, EtonHouse International Pre-School Tokyo provides a lower teacher-student ratio compared to the Japanese government's guidelines so as to give every child more attention.

Year Level (Age)	EtonHouse International Pre-School Tokyo		Government Guidelines
	Classroom	Outings	
Pre-Nursery (18 months ~ 2 years)	1 : 4	1 : 1	1 : 6
Nursery 1 (2 years ~ 3 years)	1 : 6	1 : 2	1 : 6
Nursery 2 (3 years ~ 4 years)	1 : 10	1 : 4	1 : 20
Kindergarten 1 (4 years ~ 5 years)	1 : 12	1 : 6	1 : 30
Kindergarten 2 (5 years ~ 6 years)	1 : 15	1 : 10	1 : 30

# 8 Practical Information

## 8.1 Arrival and Departure of Children

The teaching staff will be in the classroom from 8:15 AM. We have set aside 30 minutes each day, from 8:30 to 9:00 AM, as a welcome to children and families. We invite parents to spend some time with their children, perhaps doing a puzzle together or reading a story. Parents should inform a teacher or assistant when they are ready to leave, so that there is a handover of care from the parent to the staff. Our teacher and child curriculum begins at 9:00 AM and continues through to 2:00 PM (12:30 PM for half-day students).

The pre-school day ends promptly at 2:00 PM (12:30 PM for half-day students). We appreciate parent's timely pick-up.

If the child is collected early from school or by someone other than the usual caregiver, parents need to inform the classroom teacher through the appropriate communication channels. Where possible, please provide a copy of this person's photo ID in advance so that the school office can keep it on file.

## 8.2 Family Security Passes

The school building cannot be entered without a security pass. One pass will be issued to each family with children enrolled in our pre-school programmes or school holiday programmes, or regularly attending our after school programmes. The school office will supply these passes upon registration. Additional passes can be issued at a fee. These passes are to be returned to the school in case of withdrawal or at the end of the school holiday programme. In the case of loss or theft, please inform the school office immediately. A fee of 2000 yen will be charged for each additional and replacement card issued.

If parents have forgotten their security pass on the day or an authorized adult without a pass is collecting the child, please go to the school office to obtain entry into the school building. Families of children attending our after-school programmes on an irregular basis will not be issued with a pass and will also need to go to the school office to obtain entry into the school building.

### 8.3 Parking

The school does not have a car park and cars are not permitted to stop on the street outside the school. There are coin parking lots near the school and there is also the option to use local public transportation services.

For parents who intend to drive their child to school, we have in place a drop-off system. Parents are asked to drop off their children in front of the school gate between 8:30 and 8:45. Where possible, the children should exit the vehicle from the right-hand side of the vehicle. There will be an EtonHouse faculty member standing at the gate area during the drop-off window time to help children from the car. Drivers are asked to queue up without disrupting traffic flow on the street. Children will then be taken to their classrooms by EtonHouse faculty members.

Parents using the drop-off system are encouraged to use a “communication notebook” provided by the school to write messages to teachers as emails may not be read in a timely manner. The EtonHouse faculty member at the gate will not be able to accept verbal messages to be passed on to teachers.

For drop-offs outside the window of 8:30-8:45 and for pick-ups, we strongly advise that you park at one of the coin parking lots and then walk with your child to the school.

### 8.4 Public Transportation

EtonHouse International Pre-School Tokyo is conveniently located and easily accessed using the following public transportation:

Bus	Toei Bus Route	5-minute walk from “Tokyo Midtown-mae” bus stop
	Community Bus “Chi-i-bus”	3-minute walk from “Hinokicho Koen” bus stop 1-minute walk from “Akasaka 6 Chome” bus stop
Train	Toei Oedo Line	8-minute walk from Roppongi Station Exit 7
	Tokyo Metro Hibiya Line	10-minute walk from Roppongi Station Exit 4a
	Tokyo Metro Chiyoda Line	8-minute walk from Nogizaka Station Exit 3

### 8.5 School / Parent Communication

We value our on-going communication with families. Daily communication between parents and classroom teachers is actively encouraged. Each classroom teacher has a school e-mail address which can be used for messages and information exchange between the teacher and parents. In addition, a communication notebook can be provided for hand-written communication between the teacher and parents. The school will arrange more formal parent-teacher conferences throughout the year to discuss the child’s response to the curriculum.

Please notify the school office by telephone (03-6804-3322) or email ([office@etonhouse.co.jp](mailto:office@etonhouse.co.jp)) of any absences from school. The school office can also be contacted for other, more general matters. We also welcome regular feedback from parents regarding all aspects of the school. A “Parent Feedback Form” is provided in the Appendix Section of the Parent Handbook and can also be obtained from the school office.

### 8.6 Newsletters

Newsletters are sent to parents by email every week, alternating between school and class room newsletters. These are a way of letting parents know what is happening in the classroom and the school more generally. The children have an active role in the construction of the class newsletters and take great pride in seeing their publications.

## 8.7 Uniforms

All children except the Pre-Nursery levels are required to wear uniform during our regular pre-school programme. Uniforms are not mandatory during after-school day care and classes, as well as school holiday programmes. Uniforms can be purchased from the school office. All children should have at least one spare set of clothes at school in case of accidents.

There are no uniform shoes and outdoor shoes may not be worn in the classroom. In the classroom, children can wear shoes for indoor use only, be barefoot or remain in socks (anti-slip socks are recommend to prevent children from slipping on the wooden floors). For indoor play, we recommend that children wear indoor shoes that provide a sufficient level of support.

## 8.8 Outdoor Play

It is recommended that every child wears a hat while playing outdoors. Teachers will encourage children to wear hats during outdoor play. All children except the Pre-Nursery levels are required to wear EtonHouse uniform hats, which can be purchased from the office. The hats will remain at school and be sent home to be washed on a regular basis.

It is also recommended to bring sunscreen and mosquito/insect repellent, particularly during the summer season. These items can be kept at school and will be applied by teachers before any outdoor play. The school also places electronic insect traps and insect repellent seals around the front porch play area and conducts an annual building fumigation that is safe for children at the start of the summer season.

## 8.9 Safety Head Gear

All children are required to keep safety head gear (防災頭巾 / 防災ずきん / *bousai zukin*) in the classrooms for emergencies. If you do not already have one, these can be purchased from the school office (1,500 yen) and select stores. Please ensure to provide one that is the appropriate size for your child.

## 8.10 Nappies/Diapers & Toilet Training

For children that are not toilet trained, please bring to school every day a sufficient supply of nappies / diapers for that day. Two to three extra nappies / diapers may also be left in the cubbies for emergencies. The school will provide wipes.

For children that are about to start toilet training, please contact the school office or teachers for details on how the school will support the process.

## 8.11 Name Tags

All items worn, brought to school, and kept at school must be clearly labeled with the child's name.

## 8.12 Illness

Many childhood illnesses are highly infectious. For the well-being of other children, parents are asked to not send their child to school when he/she is suffering from a fever or any other symptoms, and signs or conditions of illness that would prevent the child from being able to participate in group activities and/or require more care than teachers can give without affecting the health and safety of other children. If a child is not well during the school day, the parent will be contacted by the teacher or by the office. Sick children will wait in the office for their parents. If neither parent nor the primary caregiver can be reached, the school will contact the emergency contact(s) parents have provided us at the time of registration. Please ensure that all emergency contact information is up-to-date.

Parents are asked to obtain medical clearance before sending their child back to school after suffering from an infectious or other serious illness, and in certain cases provide written evidence of the medical clearance in the form of a medical note or parent note. EtonHouse International Pre-School Tokyo, which falls under the jurisdiction of Japan's Ministry of Health, Labour and Welfare (MHLW), follows the guidelines for countermeasures against infectious diseases in nursery schools issued by the MHLW (last revised on August 2009). The list of infectious diseases that require a medical note or parent note is provided in the Appendix Section of the Parent Handbook.

### 8.13 Medication

Medication can only be administered if full written instructions are given. This should only be for the completion of a required course of medication as prescribed by a medical practitioner. Over the counter (OTC) analgesics cannot be administered by the staff. A "Medication Authorization Form" is provided in the Appendix Section of the Parent Handbook and can also be obtained from the school office.

### 8.14 Emergencies

In the event of a medical emergency, the school's first point of contact will be either parent or the primary caregiver, unless the school determines that an ambulance should be called or the child taken to a nearby hospital or doctor for immediate treatment. If neither parent nor the primary caregiver can be reached, we will contact the emergency contact(s) parents have provided us at the time of registration. Should neither parent nor the primary caregiver be reached at the time of an incident, EtonHouse will take the child to the nearest hospital or doctor. All bills related to the medical care will be passed on to the parents. At EtonHouse, each child is covered by a school insurance plan.

In the event of a non-medical emergency, the school's first point of contact will be either parent or the primary caregiver. Every effort will be made to contact parents, primary caregivers or other listed emergency contacts by telephone. If there is an interruption to telephone services, we will endeavour to contact either parent or the primary caregiver by email or other means of internet-based communication which may not be affected by the interruption.

In an emergency evacuation, teachers will evacuate the students from the building to a designated area, either by the front gate, Hinokicho Koen Park, or other designated area. In the event of an earthquake, teachers will direct students to 'drop and cover' and wait until the shaking has stopped. If deemed necessary, they will be evacuated with their safety head gear on. The school building will only be re-entered once the building has been declared safe by the pre-school director or manager, or other official. School personnel will then contact parents, primary caregivers or other listed emergency contacts to report the location and safety of the children. Students will remain with school personnel at the designated area until it is deemed safe to re-enter the building or are picked up by an authorized adult.

Fire and earthquake drills are conducted on a regular basis.

Please ensure that all emergency contact information is up-to-date.

### 8.15 Water

It is essential that each child has an optimal intake of water each day. We ask that each child bring a bottle of water from home each day. We also can re-fill bottles with filtered water when required. For health reasons, we keep water bottles in cubbies/lockers and ask parents to provide a water bottle with a cover or lid that fully covers the piece of the water bottle that comes into contact with the mouth (straw, etc.).

## 8.16 Lunches and Snacks

Food and nutrition are an integral part to a happy, healthy life. At EtonHouse we believe that healthy eating habits and manners are essential to a child's development. Lunch & snack times are also used as a social time for conversation, discovering new foods, appropriate eating habits.

Morning snacks and afternoon snacks (for students who are participating in after-school day care or classes) need to be brought from home. Lunches may also be brought from home, however the school will also offer school lunches via the catering service "Kiwi Kitchen", ([www.kiwikitchen.com](http://www.kiwikitchen.com)). The school office will inform parents about the procedure for ordering school lunches. Please note that Kiwi Kitchen does not provide cutlery so this will need to be brought from home.

If a child is vegetarian, has a dietary constraint or food allergies, the Pre-School Director will need to be advised in writing and he will advise the class teachers. To protect children with food allergies, the children will not be allowed to share their food with fellow students. All teachers will be informed by the front office and through the student information sheet which student suffers of allergies. It is the teachers or assistant teachers' responsibility to check the lunch menu with the canteen. From time to time children bring a birthday cake or treats to share and teachers and assistants must be aware of any allergies.

Please note that we will not be serving any peanuts in our menu. Again we ask you to help us keep the school "a peanut free zone" so please do not pack such snack items.

## 8.17 Formula Milk

The school does not have a staff member that is licensed by the local authorities to prepare formula milk on school premises. Therefore, we are unable to prepare formula milk for children while they are in our care. Formula milk that is prepared at home and brought to school can be given to children if there is no preparation, including heating, required.

## 8.18 Rest time

A small sheet or blanket needs to be brought from home for nap/quiet time. The dimensions for this will need to be approximately 70cm X 130cm. These should be brought home to be washed on a regular basis.

## 8.19 Bringing special items from home

We ask that your child brings only one special comfort item to school. Toys or other personal items may be a distraction to other children. On show and tell days, your child is allowed to bring an item of his/her choice.

## 8.20 Parent involvement

Teachers may ask parents to help out with class trips and some activities in school. While this is encouraged, care must be taken to inform parents of school guidelines. For example, if a parent is helping out with reading groups, they must be discouraged from making comparisons and comment on a child's performance.

## 8.21 Birthday celebrations

We appreciate that birthday celebrations are a very special part of growing up. The school will arrange to celebrate birthdays, in accordance with the classroom's daily life and the child's age. The passage of time is a unique learning experience for children and will be given due consideration when teachers and children are planning the curriculum.

## **9 Appendix**

- 9.1 Parent Feedback Form
- 9.2 Medication Authorization Form
- 9.3 Infectious Diseases Requiring a Medical Note or Parent Note
- 9.4 Medical Note

# EtonHouse International Pre-School

## PARENT FEEDBACK FORM

Dear Parents,

As a way of improving and building upon our strengths and shortcomings, regular feedback from you is encouraged and appreciated. Do assist us in completing this feedback form and returning it to the office should you have any concerns or feedback. Your feedback is important to us and all information provided will be acknowledged in the strictest of confidence.

Thank you,  
Anli Tan  
School Manager

---

Date \_\_\_\_\_

Class \_\_\_\_\_

Parent's Name\* \_\_\_\_\_

Child's Name\* \_\_\_\_\_

\*Optional

Please describe your concern/feedback:

Have you addressed it with the person or persons concerned?

What are your suggestions?

---

For Office Use Only

Action Taken

Person in Charge

Date

# EtonHouse International Pre-School

## MEDICATION AUTHORIZATION FORM

(Attach Doctor's Letter where possible)

I hereby authorize the administration of the following medication(s) to my child / ward. This authorization is valid with effect from the date on this form until further notice from me, or until the child graduates from the school.

Child's Name \_\_\_\_\_

Child's Class \_\_\_\_\_

SEQ. NO.	MEDICATION* (MEDICATION MUST BE LABELLED CLEARLY)	DOSAGE	FREQUENCY	TIMING (Ex. BEFORE / AFTER MEALS)

Other Notes:

\*Please highlight to the office if the medication has to be sent back with the child at the end of each day OR if the medication is a course of antibiotics\*

Parent/Guardian's Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

## EtonHouse International Pre-School

### INFECTIOUS DISEASES REQUIRING A MEDICAL NOTE OR PARENT NOTE

According to the MHLW guidelines, children who have suffered from the infectious diseases listed in the table below must submit a medical note to the school prior to returning to the classroom. Some doctors in Japan ask for a school form to complete. This “Medical Note” form is provided in the Appendix Section of the Parent Handbook and can also be obtained from the school office.

Infectious Diseases requiring a Medical Note:	医師の意見書が必要な感染症名：
Measles	麻疹（はしか）
Influenza	インフルエンザ
Rubella	風しん
Chickenpox (varicella)	水痘（水ぼうそう）
Mumps	流行性耳下腺炎（おたふくかぜ）
Tuberculosis	結核
Pharyngoconjunctival fever (adenovirus type 3)	咽頭結膜熱（プール熱）
Epidemic keratoconjunctivitis	流行性角結膜炎
Pertussis (whooping cough)	百日咳
Enterohemorrhagic E. coli (O157, O26, O111, etc.)	腸管出血性大腸菌感染症（O157、O26、O111等）

According to the MHLW guidelines, a medical note is not mandatory for the infectious diseases listed in the table below. A medical note may still be provided, however, parents may instead provide the school with a signed written note prior to returning to the classroom that states that medical clearance has been obtained and the child is able to participate in group activities and attend school. The parent note should also include the name of the disease that has been diagnosed, the name of the doctor/medical institution that provided the diagnosis, and the date of the examination.

Infectious Diseases requiring a Parent Note:	保護者による登園届が必要な感染症名：
Streptococcal disease	溶連菌感染症
Mycoplasma pneumoniae	マイコプラズマ肺炎
Hand foot and mouth disease	手足口病
Erythema infectiosum (slapped cheek disease, fifth disease)	伝染性紅斑（リンゴ病）
Viral gastroenteritis (norovirus, rotavirus, adenovirus, etc.)	ウイルス性胃腸炎（ノロ、ロタ、アデノウイルス等）
Herpangina	ヘルパンギーナ
Respiratory syncytial virus (RSV disease)	R S ウイルス感染症
Herpes zoster (shingles)	帯状疱疹
Exanthema subitum, roseola infantum	突発性発しん

# EtonHouse International Preschool

## 医師の意見書 (MEDICAL NOTE)

児童氏名(Child's Name) \_\_\_\_\_ [ 男(Boy) / 女(Girl)  
]

生年月日(Date of Birth) \_\_\_\_\_年(YY)\_\_\_\_\_月(MM)\_\_\_\_\_日(DD)

病名(Disease) \_\_\_\_\_

登校に関する意見 (Opinion regarding school attendance)

上記の疾患に罹患していましたが、\_\_\_\_\_月\_\_\_\_\_日より集団生活に支援がない状態に  
[なる][なった]ので登校可能と判断します。(The child has been diagnosed with the above  
disease, but can participate in group activities and attend school from \_\_\_\_\_.)

その他の意見(Other)

日付 \_\_\_\_\_年(YY)\_\_\_\_\_月(MM)\_\_\_\_\_日(DD)

医療機関名(Medical Institution)

診察医師(Doctor)

印またはサイン(Stamp / Signature)